

**AN ANALYSIS OF STUDENTS' ABILITY IN USING POSSESSIVE
PRONOUN AND POSSESSIVE ADJECTIVE AT THE FIRST SEMESTER
OF EIGHTH GRADE OF MTs MASYARIQUL ANWAR
BANDAR LAMPUNG IN ACADEMIC YEAR OF 2020/2021**

A Thesis

Submitted as a Partial Fulfilment of the Requirements for S1-Degree



By :

ADE FATMA RISCHA

NPM : 1311040306

Study Program : English Education

Advisor : Yulan Puspita Rini, M.A

Co-Advisor : Irawansyah, M.Pd

**TARBIYAH AND TEACHER TRAINING FACULTY STATE ISLAMIC
UNIVERSITY OF RADEN INTAN LAMPUNG**

2021

ABSTRACT

An Analysis of Students' Ability in Using Possessive Pronoun and Possessive Adjective at the First Semester of Eighth Grade of MTs Masyariqul Anwar Bandar Lampungin Academic Year of 2020/2021

**by:
Ade Fatma Rischa**

This thesis was about students' ability in using possessive pronoun and possessive adjective. The purpose of the research was to find out the data of students' ability in using possessive pronoun and possessive adjective of the eighth grade students at the first semester of MTs Masyariqul Anwar Bandar Lampung in academic year of 2020/2021.

The type of this research was descriptive quantitative research. The subject of this research was 30 students of the eighth grade. The data of this research were obtained by using test. The researcher analyzed the data by giving score of the student's test and computed the frequency of the students' score and the frequency's percentages of students' score classification, so that the students' ability in possessive pronoun and possessive adjective could be known.

According to the result of the research, the mean score of the students was 58.03. The students' ability in possessive pronoun and possessive adjective that got excellent level were 2 students by 6.66%, 7 students got good level by 23.33%, 11 students got fair level by 36.66%, 7 students got poor level by 23.33%, and 3 students got very poor level by 10%. In conclusion, the students' ability in using possessive pronoun and possessive adjective of the eighth grade students at the first semester of MTs Masyariqul Anwar Bandar Lampung in the academic year of 2020/2021 was categorized into fair level by mean score 58.03.

Keywords : *students' ability, possessive pronoun and possessive adjective, parts of speech.*

DECLARATION

I hereby declare this thesis entitled “An Analysis of Students Ability in Using Possessive Pronoun and Possessive Adjective at the First Semester of Eighth Grade of MTs Masyariqul Anwar Bandar Lampung in Academic Year of 2020/2021” is completely my own work. I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in the text.

Bandar Lampung, 18 December 2020

Declared By,

Ade Fatma Rischa
NPM. 1311040306





MINISTRY OF RELIGIUS AFFAIRS
STATE ISLAMIC UNIVERSITY OF RADEN INTAN LAMPUNG
TARBIYAH AND TEACHER TRAINING FACULTY

Alamat : Jl. Letkol Endro Suratmin Sukarama Bandar Lampung ☎ (0721)703289

APPROVAL

Title : AN ANALYSIS OF STUDENTS ABILITY USING POSSESSIVE PRONOUN AND POSSESSIVE ADJECTIVE AT THE FIRST SEMESTER OF EIGHT GRADE OF MTs MASYARIQUL ANWAR BANDAR LAMPUNG IN ACADEMIC YEAR OF 2020/2021

Student's Name : ADE FATMA RISCHA

Student's Number : 1311040306

Study Program : English Education

Faculty : Tarbiyah and Teacher Training

APPROVED

**Will be tested and defended in the examination session
at Tarbiyah and Teacher Training Faculty, State Islamic University,
Raden Intan Lampung**

Advisor,

Yulan Puspita Rini, M.A
NIP. 19861107201502003

Co-advisor,

Irawansyah, M.Pd
NIP. -

**The Chairperson,
of English Education Study Program**

Meisuri, M.Pd
NIP: 198005152003122004



**MINISTRY OF RELIGIOUS AFFAIRS
STATE ISLAMIC UNIVERSITY OF RADEN INTAN LAMPUNG
TARBIYAH AND TEACHER TRAINING FACULTY**

Alamat : Jl. Letkol Endro Suratmin Sukarama Bandar Lampung ☎ (0721)703289

ADMISSION

**A thesis entitled: AN ANALYSIS OF STUDENTS ABILITY IN USING
POSSESSIVE PRONOUN AND POSSESSIVE ADJECTIVE AT THE FIRST
SEMESTER OF EIGHTH GRADE OF MTs MASYARIQUL ANWAR
BANDAR LAMPUNG IN ACADEMIC YEAR OF 2020/2021 by: ADE FATMA
RISCHA, NPM: 1311040306, Study Program: English Education was tested
and defended in the examination session on Friday, 18 December 2020.**

Board of Examiners:

The Chairperson

: Meisuri, M.Pd

The Secretary

: Istiqomah Nur Rahmawati, M.Pd

The Primary Examiner

: Fitrah Auliya Anshar, M.Hum

The First Co-Examiner

: Yulan Puspita Rini, M.A

The Second Co-Examiner

: Irawansyah M.Pd

The Dean of

Tarbiyah and Teacher Training Faculty,

Prof. Dr. H. Nirva Diana, M.Pd

NIP. 196408281988032002



MOTTO

وَاللَّهُ أَخْرَجَكُم مِّن بُطُونِ أُمَّهَاتِكُمْ لَا تَعْلَمُونَ شَيْئًا وَجَعَلَ
لَكُمُ السَّمْعَ وَالْأَبْصَرَ وَالْأَفْئِدَةَ لَعَلَّكُمْ تَشْكُرُونَ ﴿٧٨﴾

It is He who brought you forth from the wombs of your mothers when ye knew nothing; and He gave you hearing and sight and intelligence and affection: That ye may give thanks (To Allah).¹

(Qs. An-Nahl: 78)



¹ Abdullah Yusuf Ali, *The Meaning of The Holy Qur'an*, (Maryland: Amana Publication, 1999), p. 657

DEDICATION

From the bottom of my heart, I would like to dedicate this thesis to:

1. My beloved parents Alm. Mr. Ujang Prihadi and Mrs. Mariyam who always pray for me, your support – and the mental health issues you gave me – made all of this possible.
2. My beloved little brothers, Muhammad Riky Reynaldi and Enrico Achmad Zaky.

Thanks for all of your spirit and advise that you gave to me.

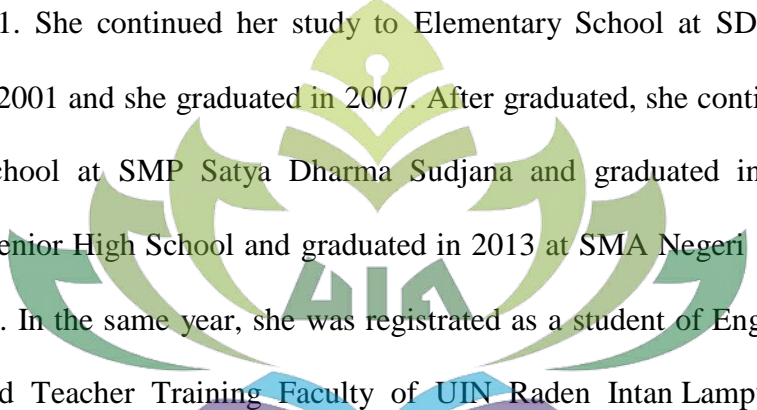
3. My beloved Almamater UIN Raden Intan Bandar Lampung.



CURRICULUM VITAE

The researcher's name is Ade Fatma Rischa. She lives at Yukum Jaya, Terbanggi Besar, Lampung Tengah. She was born in Lampung Utara on June 23rd 1995. She is the first child of Alm. Mr. Ujang Prihadi and Mrs. Mariyam. She has two young brother, they are Muhammad Riky Reynaldi and Enrico Achmad Zaky.

The researcher began her formal education at TK Satya Dharma Sudjana in 1999 and finished in 2001. She continued her study to Elementary School at SD Negeri 1 Gunung Madu, 2001 and she graduated in 2007. After graduated, she continued her study to Junior High School at SMP Satya Dharma Sudjana and graduated in 2010. And she continued her Senior High School and graduated in 2013 at SMA Negeri 1 Terusan Nunyai. In the same year, she was registered as a student of English Departement of Tarbiyah and Teacher Training Faculty of UIN Raden Intan Lampung.

A large, stylized watermark logo is centered on the page. It features a green lotus-like flower with a white keyhole-shaped center. Below the flower, the letters 'UIN' are written in a large, green, serif font. At the bottom of the logo, there are two blue and purple curved shapes resembling book pages or wings.

ACKNOWLEDGEMENT

Praise be to Allah SWT, the Almighty God, the most Merciful and the most Beneficent, for blessing the researcher with His mercy and guidance to finish this thesis. The piece is upon our prophet Muhammad SAW, with His Family and followers. This thesis entitled, “An Analysis of Students Ability in Using Possessive Pronoun and Possessive Adjective at the First Semester of Eighth Grade of MTs Masyariqul Anwar Bandar Lampung in Academic Year of 2020/2021” is submitted as compulsory fulfillment of the requirements for S1 degree of English Education Study Program at Tarbiyah and Teacher Training Faculty, the State of Islamic Studies (UIN) Raden Intan Lampung. Without help, support and encouragement from several people and institution, this thesis would never come into existence.

Therefore, the researcher would sincerely thank:

1. Prof. Dr. Hj. Nirva Diana, M.Pd as Dean of Tarbiyah and Teacher Training Faculty UIN Raden Intan Lampung and his staffs who have given an opportunity and the help for the researcher when on going the study until the accomplishment of this thesis.
2. Meisuri, M.Pd, the chairperson of English Education Study Program of UIN Raden Intan Lampung who has given the help to complete this thesis.
3. Yulan Puspita Rini, M.A, the advisor as well for guiding the researcher and help to finish this thesis.
4. Irawansyah, M.Pd, the co-advisor, who has always patiently guided, helped and given countless time for the researcher to finish the thesis.

5. Elviyati, S.Pd, the English teacher, the headmaster, all administration staff, and the students of the Eighth grade of MTs Masyariqul Anwar Bandar Lampung for allowing carrying out the research in their institution and for giving the contribution while she was conducting the research there.
6. Her special and good friends who always give contribution to accomplish this thesis. They are: Aghesna Fadhila Rahmatika, Insi Nur'aini, and Octa Apriyanti, who always give her support and help.
7. The English Department Lecturers of UIN Raden Intan Lampung.
8. The last, the researcher would like to say thanks to all friends of English

Department of UIN Raden Intan Lampung, especially E class.

May Allah the most Glorified and the most exalted, give goodness and blesses for all guidance and help to the researcher. Finally, none or nothing is perfect and neither is this thesis. Any correction, comments, and criticism for this thesis are always open-heartedly welcome.

Bandar Lampung, 18 December 2020

The Researcher,

Ade Fatma Rischa
NPM. 1311040306

DEDICATION

This thesis is dedicated to everyone who care and love me. I would like to dedicate this thesis for:

1. My beloved parents: Mr. Ujang Prihadi and Mrs Mariyam.
2. My brothers: Muhammad Riky Reynaldi and Enrico Achmad Zaky.
3. My nieces: Shinta Dwi Fasmitha.
4. The best class ever I have, PBI 13 E.
5. My campus UIN Raden Intan Lampung.



TABLE OF CONTENTS

COVER	i
TABLE OF CONTENTS.....	ii
ABSTRACT.....	iii
APPROVAL.....	iv
ADMISSION.....	v
MOTTO.....	vi
DECLARATION.....	vii
DEDICATION.....	viii
CURRICULUM VITAE.....	ix
ACKNOWLEDGMENT.....	x
CHAPTER I INTRODUCTION.....	1
A. Background of the Problem	1
B. Identification of the Problem	7
C. The Limitation of the Problem.....	8
D. The Formulation of the Problem.....	8
E. The Objective of the Research.....	8
F. The Uses of the Research.....	8
G. The Scope of Research.....	10
CHAPTER II REVIEW OF RELATED LITERATURE	11
A. Concept of Teaching English as a Foreign Language.....	11
B. Concept of Grammar.....	12
C. Concept of Part of Speech.....	13
D. Concept of Pronoun	16
E. Kinds of Pronoun	17
F. Concept of Possessive Pronoun	20
G. Concept of Possessive Adjective	24
H. The Differences of Possessive Pronoun and Possessive Adjective	28

I. Concept of Students' Ability.....	29
J. Concept of Analysis of Students' Ability In Using Possessive Pronoun and Possessive Adjective.....	31

CHAPTER III RESEARCH METHODOLOGY 34

A. Research Design.....	34
B. Population, Sample and Sampling Technique	35
1. Population	35
2. Sample and Sampling Technique.....	36
C. Data Collecting Technique.....	37
D. Research Instrument.....	37
E. Research Procedure.....	37
F. Tryout.....	39
G. Validity of the Test.....	40
H. Reliability of the Test.....	41
I. Data Analysis	42

CHAPTER IV RESULT AND DISCUSSION

A. Research Procedure.....	45
B. Research Finding.....	46
C. Discussion	53

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion.....	56
B. Suggestion	56

REFFERENCES

APPENDICES



CHAPTER I INTRODUCTION

A. Background of the Problem

In learning English, there are four main skills which the students should acquire. They are listening, speaking, reading and writing. Beside those four language skills, they should have a capability of the language components such as pronunciation, vocabulary and grammar.¹ Those skill and components have close relationship to each other, and they cannot separated. We should master those skills if we want to be able to use English for communication.

One elements that students must master in learning English is grammar. According to Harmer the grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language.² Grammar is systematic account of grammatical forms and the way they are used in standard British English today.³ In other words, grammar is the explanation about how to form sentences. In producing correct sentences, the students will learn the parts of speech. Part of speech in English has a variety of elements such as noun, verbs, adverbs, adjective, preposition, and pronouns. These parts of grammar are important for students to know how to produce good sentences and to express ideas.

¹Allan Lauder, "The Status and Function of English in Indonesia; a Review of Key Factors" *Makara, Social Humaniora*, vol. 12 No. 1 (July 2008). p.16

²Jeremy Harmer, *The Practice of English Language Teaching*, (3rd Ed.), (London: Longman, 2001), p.12

³John Eastword, *Oxford Guide To English Grammar*, (New York: Oxford University Press, 2002), p.7

From the explanation above, grammar is an important element to construct a good sentence in spoken and written communication.

Furthermore, one of the parts of grammar is pronoun. Fromkin, Rodman and Hyams stated that pronouns are lexical items that can get their meaning from other noun phrase in the sentence.⁴ According to Frank, pronoun is a word that takes the place of a noun. Pronoun are often used such an in sentences, story book to change a word that names a person, place or things. It means that pronouns can help us in conversation because pronouns can easily refer to people or thing without unnecessary repetition. Frank also states pronoun has seven different group, all of which are personal pronoun, relative pronoun, interrogative pronoun, demonstrative pronoun, reflexive pronoun, indefinite pronoun and reciprocal pronoun.⁵ From the explanation above, pronouns is used to refer to the entities or participants who are previously mentioned in certain sentences.

There are several classes of pronoun. One of the classes of pronouns is personal pronoun. Warriner stated that personal pronoun is refers to people or things.⁶ Personal pronouns are classified into five forms. They are consists of: subjective pronouns, objective pronouns, possessive pronouns and possessive adjectives.⁷ In

⁴ Fromkin, Rodman, Hyams, *An Introduction to Language*, (Boston: Wadsworth Publishing; 9th Ed, 2010), p. 175

⁵ Marcella Frank, *MODERN ENGLISH: A Practical Reference Guide*, (Englewood Cliffs: Prentice-Hall, Inc., 1972), p.20

⁶ John Warriners, *English Grammar and Composition*, (Harcourt Brace Jovanovich; 5th Ed, 1982), p. 183

⁷ Marcella Frank, 1972, *Op.Cit.*, p.21

this case, the researcher will discuss two classes of personal pronouns. The first is possessive pronouns and the second is possessive adjectives.

According to Azar & Hagen possessive pronoun is used alone, without a noun following it. Possessive pronouns are consists of: *mine, yours, hers, his, ours, theirs*.⁸ Frank also stated the possessive forms are written without an apostrophe.⁹ Possessive pronouns is used to show a possession. It can be identified as first, second, or third person and singular and plural. For example: This pen is *Mine*. “Mine” is ownership of “this pen”. It means that possessive pronouns is used to point out the person who own the object.

Azar & Hagen also stated that possessive adjectives is used only with a noun following it. Possessive adjectives are consists of: *my, your, her, his, our, their, its*.¹⁰ For example: This is *my* house. “My” is possessive adjective. it is followed by the noun “house” which modifies. Leech stated that possessive adjective are sometimes called ‘possessive determiners’ because they occur in the determiner position.¹¹ For example: to say *The girl took off her glasses* instead of *The girl took off the girl’s glasses*. It means that possessive adjectives is a pronoun that used to show who or what something belongs to.

⁸ B. S. Azar, S. A Hagen, *Fundamentals of English Grammar*, (New York: Prentice Hall, 1992), p.79

⁹ Marcella Frank, *Op.Cit.*, p.24

¹⁰ B. S. Azar, S. A Hagen, *Op.Cit.*, p. 79

¹¹ Geoffrey Leech, *A Glosary of English Grammar*, (Edinburgh: Edinburgh University Press, 2006), p.87

From the explanation above, the researcher concludes that possessive pronouns and possessive adjectives are barely resemble. The similarity of them is used to show possession or what something belongs to.

Based on my preliminary research conducted on July 24th, 2020 by interviewing the English teacher in MTs Masyariqul Anwar Bandar Lampung, Elviyati, the researcher asked about students' capability in learning grammar especially in using pronouns. The teacher said that many students are familiar with the possessive pronoun and possessive adjective but the students still do not understand to use pronouns in their English sentences and it was difficult to place them. Then the researcher asked about the students' ability in using possessive pronoun and possessive adjective.

The teacher said that she taught about the pronouns clearly and give some examples in using possessive pronoun and possessive adjective but the students still do not understand which one placed as a possessive pronoun or possessive adjective. Moreover, some students are confuse to use singular and plural and how to use subject and object pronouns.¹²

Besides doing the interview with the teacher, the researcher also interviewed some of the students. The researcher asked them about their ability in grammar. The students said that grammar are confusing and there are many grammatical rules so that they have difficulties in making sentences. Then, the researcher asked about pronouns especially possessive pronoun and possessive adjective. The students

¹²Interview between the researcher and the English teacher in MTs Masyariqul Anwar Bandar Lampung on July, 24th, 2020, Unpublished

said that they did not really understand about it. Then, the researcher explained about possessive pronoun and possessive adjective and gave some examples. They said that they knew it but they still confused when applying possessive pronoun and possessive adjective in their sentences and the students said they often made a mistake and still find some difficulties when using pronouns.¹³

It naturally happens because pronouns in Indonesian language are different from English. Indonesian language does not have gender in pronouns either in personal or possessive case. Indonesian language is only divided into three group namely 1st person pronoun, 2nd person pronoun, 3rd person pronoun, while in English has five group of pronouns which categorized into singular, plural, masculine, feminine and non-person pronoun.

According to the first previous research was done by Rizka Putriani with the title students' ability in using personal pronouns in their English sentences at the Eight Grade of SMPN 3 Jepara in the Academic year of 2014/2015, it was found that the students' ability in using personal pronouns was 69.54 as the average score. The score was included in adequate level. It means that the students' writing are already good, but they have some grammatical problems and also some mistakes with using general writing convention.¹⁴ The differences between this research and the previous research is the previous research only focus in personal pronoun and used descriptive qualitative method and this research is focus on the

¹³ Interview between the researcher and the students of MTs Masyariqul Anwar Bandar Lampung on July, 24th, 2020, Unpublished

¹⁴ Rizka Putriani, *Students' Ability in Using Personal Pronoun in Their English Sentences at The Eight Grade of SMPN 3 Jepara in The Academic Year of 2014/2015*. Unpublished Thesis

students' ability in using possessive pronoun and possessive adjective and this research will use descriptive quantitative method. It is more specific.

According to the second previous research was done by Tantri Rahmadani with the title *An Analysis of the First year students' ability in using subject pronouns and possessive adjectives at the Seventh Grade of SMPN 10 Sungai Lansek*.¹⁵ From the result of data analysis, it was found that the students' ability in using subject pronouns and possessive adjectives was moderate. There were 19 students (63,33%) who had moderate ability. The students' ability in using subject pronouns to complete sentences was moderate. The students' ability in using possessive adjectives to complete sentences was moderate. It consisted of 18 students (60%) who had moderate ability. The differences between this research and the previous research is the previous research focused on subject pronoun and possessive adjectives, while this research focused on possessive pronouns and possessive adjectives.

Based on those findings, it can be concluded that the first year students' ability in using subject pronouns and possessive adjectives to complete sentences was moderate. The researcher suggests the teacher should give more explanations about the concept of subject pronouns and possessive adjectives and give more examples in order to increase students' ability to complete sentences using subject pronouns and possessive adjectives.

¹⁵ Tantri Rahmadani, *An Analysis of the First Year Students' Ability in Using Subject Pronoun and Possessive adjective at the Seventh Grade of SMPN 10 Sungai Lansek in Academic Year 2016/2017*. Unpublished Thesis

For those reasons above, The researcher interested in conducting a research about possessive pronoun and possessive adjective. The researcher decided to conduct a research of possessive pronoun and possessive adjective that had been studied by the Eighth grade students of junior high school. Therefore, the researcher proposed a research with a title: An Analysis of Students' Ability in Using Possessive Pronoun and Possessive Adjective at the First Semester of the Eighth Grade of MTs Masyariqul Anwar Bandar Lampung in Academic Year of 2020/2021.

B. Identification of the Problem

Based on the background of the study above, there are some problems that can be identified in this research as follows:

1. The students have some difficulties in using pronouns. They are still confuse in using pronouns especially in using possessive pronoun and possessive adjective.
2. The students do not know about the rules in using pronouns as a subject and object. They often make a mistake which one placed as a possessive pronoun or possessive adjective.
3. The students are still lack of understanding in using possessive pronoun and possessive adjective when applying in their sentences.
4. The teacher does not explain the materials of possessive pronoun and possessive adjective clearly and the teacher does not give more variations of example.

C. The Limitation of the Problem

In this research, The researcher will focus on analysis of the students' ability in using possessive pronoun and possessive adjective at the eighth grade of MTs Masyariqul Anwar in academic year of 2020/2021.

D. The Formulation of the Research

Based on the background of the problem above, The researcher will formulate the research problem as follows: “ How far is the students' ability in using possessive pronoun and possessive adjective?

E. The Objective of the Research

By conducting this research, The researcher tries to formulate the objective as follows:

1. To know the students' ability in using possessive pronoun and adjective pronoun
2. To find out the difficulties of students' ability in using possessive pronoun and possessive adjective.

F. The Use of the Research

The results of this research are expected to be useful both in theoretically contribution and practically contribution described as follows:

1. Theoritically Contribution

This research useful to give more information to the readers or English teachers about analysis of the students' ability in using possessive pronoun

and possessive adjective at MTs Masyariqul Anwar Bandar Lampung. This research can make a value for anyone that read or use research as reference to make a similar of research. This research is expected to give contribution to other researcher who will conduct the further research of similar topic. It is expected to the future researcher will conduct a better analysis and explain more specific about the use of possessive pronoun and possessive adjective.

2. Practically Contribution

a. For the students

The result of this research is can be use to increase students' learning, especially in English class. The result of this research can motivate the students in learning English especially in possessive pronoun and possessive adjective. They can get more information about possessive pronoun and possessive adjective. It is expected to solve students' problem in grammar and improve their pronouns especially in (e.g. subject pronoun, object pronoun, personal pronoun and possessive case) and it is expected to the students can make the sentences correctly.

b. For the teachers

The result of this research is can help the teachers to teach grammar especially in pronouns properly. The result of this research can give information for the teachers about an analysis of students' ability in using possessive pronoun and possessive adjective. It is expected to develop the materials that have been taught to increase the students' ability in using pronouns. The teacher can emphasize the material about possessive case

when the teacher teach pronouns. It will make the students truly understand and correct implementation in using English in daily activities. That information makes easier in teaching English.

c. For the school

The result of this research is can motivate the school to improve the quality of learning English especially grammar. It is also expected to motivate the school find effective and fun ways of learning English especially in using pronouns (e.g. possessive pronoun and possessive adjective).

G. The Scope of the Research

The scope of the research is:

1. Subject of the research is the first semester of the Eighth grade of MTs Masyariqul Anwar Bandar Lampung.

2. Object of the Research

The object of the research is to find out the difficulties of the students' ability of using possessive pronoun and possessive adjective.

3. Place of the Research

The research will be conducted at MTs Masyariqul Anwar Bandar Lampung.

4. Time of the Research

The research will be conducted at the first semester in the academic year of 2020/2021.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the data above, it was found that majority the students' ability in using possessive pronoun and possessive adjective of the eighth grade students of MTs Masyariqul Anwar Bandar Lampung in academic year of 2020/2021 had fair level by mean score 58.03.

B. Suggestion

The researcher would like to deliver some suggestions, they are:

1. For the teacher
 - a. The teacher should work harder to increase students' ability from fair to good or excellent.
 - b. The teacher should be creative in using possessive pronoun and possessive adjective. For instance, the teacher can apply a method, so all of the students can participate in learning activity.
 - c. The teacher should give motivation to the students, how the important the use of using possessive pronoun and possessive adjective.
2. For the students
 - a. The students should have more time to practice about the use using possessive pronoun and possessive adjective in writing and speaking to use

possessive pronoun and possessive adjective well, do not feel afraid of making mistakes because they are part of learning.

b. The students should understand about the rules of using possessive pronoun and possessive adjective.

3. For the other researcher

a. This research was about an analysis of students' ability in using possessive pronoun and possessive adjective of the eighth grade students at the first semester of MTs Masyariqul Anwar Bandar Lampung in academic year of 2020/2021. The researcher hopes that this research can be used as a reference for a research about possessive pronoun and possessive adjective with different objectives, sample, and methodology.

4. For the readers

After reading this thesis, the readers are hoped to get information, knowledge, and advantages especially about the use of possessive pronoun and possessive adjective.

REFERENCES

- Allan Lauder, "The Status and Function of English in Indonesia; a Review of Key Factors" *Makara, Social Humaniora*, vol. 12 No. 1 (July 2008)
- B. S. Azar, S. A Hagen, *Fundamentals of English Grammar*, (New York: Prentice Hall, 1992)
- Brinton Laurel J, *The Structure of Modern English: A Linguistic Introduction* (Philadelphia: John Benjamin, 2002) Thomas E Payne, *Understanding English Grammar A Linguistic Introduction*, (New York: Cambridge University Press, 2011)
- Chuan Aik and Kai Hui Kam, *Longman Dictionary of Grammar and Usage* (Singapore: Pearson Education Asia Pte Ltd, 1992)
- Craig Hancock, *Meaning-centered Grammar an Introductory text*, (London: Equinox Published Ltd)
- Fromkin, Rodman, Hyams, *An Introduction to Language*, (Boston: Wadsworth Publishing; 9th Ed, 2010)
- Geoffrey Leech, *A Glossary of English Grammar*, (Edinburgh: Edinburgh University Press, 2006)
- H. Douglas Brown, *Teaching by Principles*, San Francisco: State University, 2000
- Jeremy Harmer, *The Practice of English Language Teaching*, (3rd Ed.), (London: Longman, 2001)
- John Eastword, *Oxford Guide To English Grammar*, (New York: Oxford University Press, 2002)
- John Warriners, *English Grammar and Composition*, (Harcourt Brace Jovanovich; 5th Ed, 1982)
- Lubna Alsagoff, *A Visual Grammar of English-Revised Edition*, (Singapore: Pearson Education South Asia Pte Ltd), 2008
- Marcella Frank, *MODERN ENGLISH: A Practical Reference Guide*, (Englewood Cliffs: Prentice-Hall, Inc., 1972)

- Marianne Celce-Murcia, *Teaching as a Second or Foreign Language*, (3rd Ed.),
(Newbury: House Publisher U.S.A, 2001)
- Randolph Quirk, et al, *A Comprehensive Grammar of the English Language*, (New York:
Longman Inc., 1985)
- Robby Lou, *English Grammar and How To Use It* (Jakarta: Eplus series, 2nd Ed, 2006)
Scott Thornbury, *How to Teach Grammar*, England: Longman, 1999
- Stanley J. Cook and Richard W. Stanley and Suter, *The Scope of Grammar*, (New York:
Mc. Graw-Hill Book Company, 1986)

